

FRENCH

Paper 7156/11
Listening (multiple-choice)

Question Number	Key
1	C
2	B
3	D
4	D
5	A
6	C
7	B
8	D

Question Number	Key
9	B
10	A
11	B
12	C
13	D
14	C

Question Number	Key
15	B
16	F
17	D
18	E
19	A

Question Number	Key
20	C
21	A
22	B
23	C
24	B
25	C
26	C
27	A
28	C

Question Number	Key
29	D
30	A
31	C
32	D
33	A
34	B

Question Number	Key
35	B / E
36	D / E
37	A / C

General comments

The June 2024 Listening paper consisted of 37 multiple-choice questions. Overall, candidates performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1 to 34**, and **two** letters for **Questions 35 to 37**.

The French extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

Candidates heard short, straightforward interactions. Overall, they performed very well in this exercise.

Most candidates understood *voiture* in **Question 1** and *maths* in **Question 2**. In **Question 3**, just over two thirds of the candidates were familiar with the word *gants*; those who answered incorrectly often chose option **B**. Nearly all the candidates answered **Question 4** successfully. For **Question 5**, some candidates did not know *échecs*; options **B** and **C** were the most frequent incorrect answers. **Questions 6, 7 and 8** were attempted well and nearly all the candidates selected the correct answers.

Questions 9–14

In this exercise, candidates heard a longer extract about an advertisement for a department store, *Au Bon Choix*, in Nantes, in France. Overall, candidates performed very well in this exercise.

In **Question 9**, nearly all the candidates were familiar with the topic of information technology and chose the correct answer **B**. In **Question 10**, most candidates recognised *ananas*; there was no clear pattern in the incorrect answers. **Question 11** was attempted well, and many candidates successfully chose the correct floor, **B**. In **Question 12**, many candidates understood *meubles* and successfully chose **C**; option **A** was the most common incorrect answer. In **Question 13**, nearly three quarters of the candidates understood *près des caisses* and selected **D**; most of those who answered incorrectly chose option **A**, *l'escalier*. Most candidates understood the time in **Question 14**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Lina and her husband, about what they were going to cook for their friend Margot. Candidates performed well in this exercise.

In **Question 15**, two thirds of the cohort successfully matched *a horreur des plats épicés* with statement **B**; there was no clear pattern in the incorrect answers. **Question 16** was attempted well. Over three quarters of the candidates understood the discussion around preparation time and correctly selected **F**; statement **C** was the most common incorrect answer. In **Question 17**, two thirds of the candidates successfully matched *il n'est pas ouvert en ce moment* with statement **D**; there was no clear pattern in the incorrect answers. In **Question 18**, over two thirds of the cohort recognised the perfect tense and the reference to the last meal Lina had prepared for her friend Margot, and correctly chose **E**. Statement **A** was the most frequent incorrect answer. In **Question 19**, more than half the candidates successfully matched *elle n'en mange pas souvent* with **A**; statement **C** was the most common incorrect answer.

Questions 20–28

In this exercise, candidates heard an interview in two parts, first with Adrien then Bertrand, about the Youth Market in Avignon, in France. The exercise represented a step up in the incline of difficulty of the test.

In **Question 20**, almost two thirds of the cohort correctly chose **C**. Most of those who answered incorrectly heard *ma grande sœur* and chose distractor **B**. In **Question 21**, over two thirds of the candidates successfully matched *paires de baskets et des maillots de foot* with **A**; most of the others incorrectly chose distractor **C**, items sold by Adrien's friend. **Question 22** was attempted well, and many candidates successfully chose **B**. There was no clear pattern in the incorrect answers. In **Question 23**, nearly two thirds of the candidates chose the correct answer **C**; most of those who answered incorrectly missed *je suis trop jeune (pour avoir un petit boulot)* and chose distractor **A**. In **Question 24**, many candidates understood the different tenses and successfully chose **B**; the others mostly chose distractor **C**.

In **Question 25**, over three quarters of the candidates successfully matched *employé au service jeunesse à la mairie* with **C**. Those who answered incorrectly mostly chose distractor **B**. In **Question 26**, just over half

the candidates chose the correct answer **C**; most of those who answered incorrectly missed the negative in *n'est pas disponible* and chose distractor **A**. In **Question 27**, candidates needed to select the reason why most of the visitors came to the market. The more able candidates recognised *la plupart* and successfully chose **A**. Most of those who answered incorrectly chose distractor **B**, a reason which only applied to some of the visitors. In **Question 28**, candidates needed to select the main benefit of the market for young people according to Bertrand, and almost half correctly selected **C**. Most of those who answered incorrectly chose distractor **B**, a positive aspect of the youth markets, but not the main one.

Questions 29–34

In this exercise, candidates heard an interview with Maria, who lives in Mayotte, a French island in the Indian Ocean. This exercise represented another step up in the incline of difficulty of the test.

Question 29 was the most demanding in this exercise. Almost half the candidates understood *j'ai fait une licence de géographie à Paris* and chose the correct answer **D**, whilst over a third heard *une famille de cinq filles* and incorrectly chose distractor **C**. In **Question 30**, candidates needed to listen carefully to the time phrases to understand what Maria normally does at the weekend and over half the cohort correctly chose **A**, *des sports nautiques*. The most common incorrect answer was distractor **B**, something which Maria said she only does occasionally. In **Question 31**, well over half the candidates understood *le plus* and successfully selected Maria's main concern, **C**. Nearly a quarter of the candidates heard *clubs de plongée* and incorrectly chose distractor **D**. **Question 32** was attempted well and over three quarters of the candidates selected the correct answer **D**; there was no clear pattern in the incorrect answers. In **Question 33**, over half the candidates correctly chose **A**. Most of those who answered incorrectly chose distractors **B** or **C**, behaviours which Maria said her students found difficult to change. In **Question 34**, nearly half the candidates successfully matched *je vais surveiller mes petites nièces et jouer avec elles* with **B**. Equal numbers incorrectly chose distractors **A** and **C**, which applied to Maria's sister, Alyssia. Candidates needed to listen carefully to the end of the section as *je n'ai pas les moyens d'y aller cette année* ruled out distractor **A**.

Questions 35–37

In this exercise, candidates heard an interview with Anthony, a dog walker in Paris. For each question, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

In **Question 35**, nearly two thirds of the cohort successfully selected option **B** and just under half option **E**. Over a third of the candidates heard *sérieux* and incorrectly chose distractor **A**. **Question 36** was attempted well; three quarters of the cohort successfully chose **D** and over two thirds correctly selected **E**. Distractors **B** and **C** were the most frequent errors, as perhaps candidates expected a dog walker to walk several dogs at once. They needed to listen carefully as Anthony explained that some of his clients do not like to get up early to walk their dogs, not him. In **Question 37**, over half the cohort successfully matched *camionnette* with *véhicule pour transporter les chiens* and selected option **A**. Over two thirds successfully chose option **C**. Candidates who answered incorrectly chose distractors **B**, **D** and **E** in equal numbers. They needed to listen carefully to understand that the owners were the ones phoning Anthony during the walks. Some candidates were not familiar with *ça ne me dérange pas*, which ruled out distractor **D**.

FRENCH

Paper 7156/12
Listening

Question Number	Key
1	D
2	A
3	A
4	B
5	D
6	B
7	C
8	A

Question Number	Key
9	B
10	C
11	D
12	A
13	B
14	C

Question Number	Key
15	C
16	F
17	B
18	E
19	A

Question Number	Key
20	A
21	B
22	C
23	A
24	C
25	A
26	B
27	C
28	A

Question Number	Key
29	A
30	C
31	B
32	A
33	D
34	C

Question Number	Key
35	A / D
36	B / C
37	B / E

General comments

The June 2024 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1 to 34**, and **two** letters for **Questions 35 to 37**.

The French extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

The extracts were short, straightforward interactions. Overall, candidates performed well in this exercise.

All the candidates answered **Questions 1** and **3** successfully. **Question 2** was attempted well, and most candidates identified the correct floor, **A**. In **Question 4**, only a quarter of the candidates were familiar with *facteur*. The most frequent incorrect answers were **A** and **D**. In **Question 5**, many candidates understood *patin à roulettes*. Option **C**, *le badminton*, was the most common error. In **Question 6**, many candidates selected the correct answer **B**, and most understood *le zoo* in **Question 7**. There was no clear pattern in the incorrect answers for those two questions. In **Question 8**, many candidates recognised *bouteille d'eau* and selected the correct answer **A**. Options **B** and **D** were the most frequent incorrect answers.

Questions 9–14

Here, candidates heard a longer extract which featured information about a music school in Belgium. The vocabulary presented few difficulties for the candidates and, overall, they performed very well in this exercise.

In **Question 9**, nearly all the candidates chose the correct month, **B**. Most understood the time in **Question 10** and *théâtre* in **Question 11**. In **Question 12**, most candidates were familiar with *au bord de la mer*. There was no clear pattern in the incorrect answers to these questions. **Question 13** was attempted well. Many candidates selected the correct answer **B**; the most common incorrect answer was option **A**, *la trompette*. In **Question 14**, nearly two thirds of the candidates chose the correct answer **C**, *le pont*. Most of the others incorrectly chose **A** or **B**.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between Lucie and a friend about TV programmes. Overall, candidates performed well in this exercise.

In **Question 15**, over half the candidates successfully matched *des amis m'ont dit que les acteurs de cette série* with **C**, whilst over a quarter incorrectly chose statement **D**. In **Question 16**, three quarters of the cohort matched *nul* and *je trouve les situations complètement stupides* with the correct answer **F**. The most common incorrect answer was statement **E**. **Question 17** was attempted well. Many candidates understood the reference to the past, when Lucie was younger, and successfully selected **B**. There was no clear pattern in the incorrect answers. In **Question 18**, nearly three quarters of the candidates successfully matched *je ne supporte pas l'animateur* with **E**. Statement **D** was the most common error. Most candidates answered **Question 19** successfully. There was no clear pattern in the incorrect answers for this question.

Questions 20–28

In this exercise, candidates heard an interview in two parts with Julie then Léonie, about the Youth Municipal Council in Val-sur-Mer, in France. The exercise represented a step up in the incline of difficulty of the test.

Over three quarters of the candidates answered **Question 20** successfully; those who answered incorrectly heard *Conseil Municipal* and chose distractor **C**, which applied to Julie's husband. **Question 21** was attempted well, and many candidates successfully selected **B**. Those who answered incorrectly usually chose distractor **C**. In **Question 22**, nearly three quarters of the candidates successfully matched *leurs parents doivent être d'accord* with **C**. There was no clear pattern in the incorrect answers. In **Question 23**, almost half the candidates successfully matched *les enfants ont un budget de 1000 euros pour leurs projets* with **A**. A slightly higher number chose distractor **B** as they perhaps assumed that the children would work on these projects with their teacher. In **Question 24**, nearly three quarters of the cohort successfully selected **C**, whilst almost a quarter incorrectly chose distractor **A**, which was Julie's opinion, not that of local people generally.

In **Question 25**, many candidates correctly chose option **A**; the most common incorrect answer was distractor **B**, one of the many topics discussed by the children, but not the one that interests Léonie the most. In **Question 26**, over half the candidates chose the correct answer **B**, whilst a third incorrectly chose distractor **A**. Candidates needed to listen carefully as Monday evening referred to the Council Meeting for adults, which Léonie said was unfortunately too late for her. In **Question 27**, over two thirds of the candidates chose the correct answer **C**; nearly all the others heard *boîte à idées* and chose distractor **B**. Candidates needed to listen carefully to the time phrases to understand the sequence of events. **Question 28** was the most demanding in this exercise. Candidates needed to listen to the verbs carefully and over a third successfully selected the correct option **A**. Most of the others chose distractor **C**, buying games for the park, which is something that the children would like to do, but have not done yet.

Questions 29–34

In this extract, candidates heard an interview with Clara who talked about a restaurant, *le Saint Laurent*, in Bagnolles in France. This was an appropriately demanding exercise at this stage of the paper.

For **Question 29**, nearly two thirds of the candidates chose the correct answer **A**; many candidates missed *sauf malheureusement* and incorrectly chose distractor **B**. **Question 30** was attempted well and three quarters of the cohort successfully matched *les jeunes qu'on voit ici sont en apprentissage* with **C**; candidates who answered incorrectly chose distractors **D** and **B** in equal numbers. In **Question 31**, almost three quarters of the candidates chose the correct answer **B**; most of those who answered incorrectly heard *terrasse* and chose distractor **C**. In **Question 32**, almost two thirds of the candidates understood the negative in *je n'en avais jamais mangé* and successfully selected **A**; the most common error was distractor **B**. Candidates needed to listen carefully as Clara explained that the *tarte tatin* is a dessert that she often makes at home, which contradicted *original*. Similar numbers answered **Question 33** successfully and matched *il était trop salé* with **D**. Most of those who answered incorrectly chose distractors **B** or **C**. In **Question 34**, just over three quarters of the candidates selected the correct answer **C**; there was no clear pattern in the incorrect answers.

Questions 35–37

In this exercise, candidates heard an interview with Georges, who talked about his village, Barzac, in the Ardèche in France. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

In **Question 35**, nearly two thirds of the cohort successfully selected option **A** and over half correctly chose option **D**. Over half the candidates chose option **C**; they needed to listen carefully to the negative in *il y a 10 ans les gens ne voulaient plus habiter en ville*, which contradicted *populaire*. In **Question 36**, over a third of the candidates correctly selected option **B** and many successfully matched *a décidé de développer une activité touristique* with **C**. Over a third of the candidates incorrectly chose distractor **E**; they needed to listen carefully to the sequence of events as Georges explained that first of all, they restored the church, then they cleared the footpaths around the village. In **Question 37**, over half the candidates successfully matched *deux jeunes Hollandais ont ouvert une épicerie récemment* with statement **B** and similar numbers successfully selected option **E**. Over a third of the candidates chose **A**; they needed to listen to the whole sentence about people being unhappy about the increased traffic as Georges went on to explain that he did not share their view. Nearly a third of the candidates also chose distractor **D**.

FRENCH

<p>Paper 7156/21 Reading</p>
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Key messages

To maximise their chances of success on this paper, candidates should:

- avoid giving additional information that is not required
- ensure that they use a subject with a conjugated verb
- ensure that their response answers the question set.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. Where candidates change their mind about an answer, they must make it clear which answer is the final one.

Comments on specific questions

Question 1

Overall, candidates performed very well on this question. Some candidates were not familiar with *armoire* in **1(d)** and *étagères* in **1(e)**.

Question 2

Most candidates found this question accessible. Some candidates were not familiar with *papeterie* (**G**) and *caisses* (**H**).

Question 3

Overall, candidates performed very well on this question. In **3(a)**, a few candidates chose **B** instead of **C**, perhaps considering that tents and caravans related to camping. **C** was a common incorrect answer for **3(f)**.

Question 4

For this exercise, candidates were required to read a more extended text about Céline who wrote about a trip to the beach where she helped her mother. The text used largely familiar vocabulary. Overall, candidates performed well on this exercise.

The text was written in the first person, and the questions used the third person. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. If candidates choose to lift more than is required to answer questions, they must make any manipulation needed in the extra material, for example replacing *je* with *il* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words. A few candidates appear to think that it is necessary to answer each question in a complete sentence.

Candidates must ensure that their response answers the question. In **4(c)**, the question asked what Céline's mother had said about the residents, but a few candidates wrote responses relating to the trip. Sometimes, candidates omitted important information in their answer, e.g. they omitted *ou plus* (*ils ont tous 70 ans ou plus*). Minor spelling errors were usually ignored unless they formed a different word in French, e.g. *scolaire*.

instead of *solaire* in **4(e)**. In **4(f)**, *drôles* was required to gain the mark. A few candidates misunderstood **4(j)** and wrote *une glace au chocolat*.

Question 5

In this question, candidates had to match a series of descriptions with statements from people looking for a holiday accommodation. Candidates had five people and eight descriptions to choose from. Candidates had to process a variety of information and match several requirements whilst eliminating responses that did not fit. The question is aimed at the higher grades, and candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section.

Each person's statement gave quite specific requirements for what they were looking for such as the style of holiday, the length of stay, their budget, transport requirements and desired activities. It is important for candidates to note that these details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

Description **2** was a frequent incorrect answer for **5(c)**. Candidates missed the requirement to be able to cook there. Description **6** was a frequent incorrect answer for **5(d)**.

Question 6

This final exercise about Antoine was intended to be the most challenging part of the paper. About half the questions could be answered with a careful lift from the text, the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately. A few candidates left some of their answers blank.

In **6(a)**, some candidates wrote *avocat*, instead of *droit*. In **6(b)**, candidates often missed *y* in their answer to the first part. In the second part, many candidates wrote *se* or *le* instead of *lui*, which compromised their answer. Overall, **6(c)** and **6(d)** were answered well. In **6(e)**, candidates often answered in the wrong tense. In **6(f)**, candidates often missed out words and could not gain the mark. Candidates also often answered **6(g)** in the wrong tense. Some candidates misunderstood **6(h)** and selected the wrong part of the text. In **6(i)**, many candidates missed important words in their answer and could not gain the mark.

FRENCH

<p>Paper 7156/22 Reading</p>
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Key messages

To maximise their chances of success on this paper, candidates should:

- try to answer all questions
- bear in mind that answers in the first person in **Questions 4** and **6** are unlikely to be correct
- ensure that their response answers the question asked.

General comments

Candidates appeared to have sufficient time to complete the paper, and almost all candidates were appropriately entered for the examination. A few candidates left some answers blank on multiple-choice questions.

Comments on specific questions

Question 1

Overall, candidates performed well on this question. Some candidates chose **B** instead of **D** for **1(c)**.

Question 2

Many candidates scored full marks. For **2(c)**, some candidates chose **B** instead of **D**. For **2(d)**, some candidates answered **C** instead of **B**.

Question 3

Most candidates scored full marks. For **3(g)**, some candidates chose **C** instead of **B**.

Question 4

For this exercise, candidates were required to read a more extended text about Ali who has just moved to a new town. Overall, candidates wrote concise answers, which helped them avoid grammatical inaccuracies, but some candidates did not show sufficient understanding and lifted too much of the text.

The text was written in the first person, and the questions used the third person. Most questions could be answered by lifting a small number of words from the text, but some answers also required a minor manipulation. If candidates choose to lift more than is required to answer questions, they must make any manipulation needed in the extra material, for example replacing *je* with *il* and changing the verb if necessary. Candidates are therefore advised to answer with the minimum number of words.

4(a), **4(b)**, **4(g)** and **4(k)** were usually answered well. For **4(c)**, some candidates included too many words in their answer. **4(d)** required two answers. Whilst many candidates located the correct information, they could not score the marks as they omitted the subject pronouns. **4(e)** required a manipulation from *j'ai envie* to *il a envie*. A few candidates missed out the correct form of *avoir* in their answer. For **4(f)**, candidates needed to lift *le collège n'est qu'à quinze minutes*. Many candidates tried to manipulate *de chez moi* but used *il* or *son* and invalidated their answer. For **4(h)**, a slight manipulation was required. Most candidates were able to accurately answer *son professeur d'EPS*. Candidates who wrote *sont* instead of *son* could not score the mark. For **4(i)**, some candidates were not selective enough when phrasing their response.

Question 5

For this exercise, candidates had to match a series of descriptions with statements from people looking for a youth hostel. Candidates had five people and eight descriptions to choose from. Candidates had to process a variety of information and match several requirements whilst eliminating responses that did not fit. The question is aimed at the higher grades, and candidates with a wide range of vocabulary and knowledge of synonyms performed well on this section.

Each person's statement gave specific requirements for what they were looking for in the youth hostel, for example location, activities and evening entertainment. These details excluded all answers except the correct one. Candidates need to ensure they consider all the information given as this is not a gist comprehension question and a global understanding of the texts will not be sufficient.

Description **2** was a frequent incorrect answer for **5(b)**. Description **4** was a frequent incorrect answer for **5(e)**.

Question 6

This final exercise about Maxine who becomes a volunteer in a food bank was intended to be the most challenging part of the paper. About half the questions could be answered with a careful lift from the text and the others needed a small manipulation of the text. Very few candidates achieved full marks, and the questions seem to have discriminated appropriately. Candidates who rephrased the text and tried to provide synonyms were not always successful as their responses often distorted the correct messages.

6(a) and **6(b)** were answered well. For **6(c)**, *son réveil* was all that was required to score the mark. Candidates who included additional information which did not answer the question could not score the mark. **6(d)** was usually well done and many candidates accurately answered *elle a téléphoné à la banque alimentaire*, but some candidates omitted *alimentaire* and could not score the mark. For **6(e)**, some candidates omitted the subject *il* and could not score the mark. For **6(f)**, many candidates located the wrong part of the text and answered *il lui a fait visiter l'entrepôt* and *il lui a expliqué le rôle des bénévoles*. The wrong part of the text was also used to answer **6(g)** as candidates used the responses which were meant for **6(f)**. Those who located the correct information often invalidated their answers as they retained *non seulement* and *de plus*. For **6(h)**, *trier les produits frais* was sufficient to score the mark. Candidates who chose to write a full sentence often omitted the reflexive pronoun and invalidated their answer. Very few candidates scored the mark for **6(i)** as they lifted *il faut les jeter*, therefore not addressing the question *Qu'est-ce que Maxine doit faire des produits qui sont détériorés ?* However, those who answered *les jeter* scored the mark.

FRENCH

<p>Paper 7156/03 Speaking</p>

Key messages

- Centres had generally prepared candidates well for the Speaking test.
- Role plays were mainly well conducted by examiners.
- In the topics section, some examiners needed to make greater use of extension questions to elicit fuller answers from candidates. Sometimes, the topic conversations, and particularly the first topic, were too short.
- Most examiners understood the need to read the script exactly as printed and observed any pauses indicated.
- Most examiners also understood the need to ask **no more than 2 further questions** of their own if timings were short on topic conversations.
- Centres need to ensure that, in the topics, if a question is not understood or an ambiguous response is given by the candidate, the question must be read again before the alternative question is used.
- The randomisation grid in the Instructions for Teachers/Examiners was usually followed correctly.
- The quality of recordings was usually very good, and centres uploaded their work promptly.

General comments

Examiners are now familiar with the format of the test and most conducted the tests efficiently. The Speaking test is intended to be a test of **spontaneous** communicative ability. A wide range of performance was evident across the candidature and examples of performance at all levels of ability were heard.

Examiners greeted candidates using the prompts provided and nearly all examiners read the scenario for the role plays, as instructed, in French. Most centres correctly followed the instructions concerning the randomisation grid and understood the need to test candidates according to the prescribed order of the cards and conversation topics. **Centres are reminded that the cards should be distributed according to the grid provided on pages 14–15 in the Instructions**, with Card One given to the first candidate who takes the test and so on.

Role plays were generally conducted well. Centres are reminded that questions can be repeated (but not rephrased) **once** if the candidate does not answer a question or gives an ambiguous response. Occasionally, some examiners did not repeat the question and consequently removed the opportunity for the candidate to work for the available marks. It is important for examiners to read the role play tasks **exactly** as printed to ensure that they are not changing the nature and level of difficulty of the tasks. It is useful to note that the role plays (unlike the topic conversations) are **not** timed. Centres are reminded that extension questions should **not** be asked in the role plays. It is worth stressing to candidates that their role play responses should be as concise as possible and be relevant to the set task. Long development of answers is not required to score 2 marks provided that the message is fully communicated.

When there was a **PAUSE** between two questions in the script, most examiners gave candidates the time to answer the first question before asking the second one. The **PAUSE** is there intentionally to give candidates the time to process the questions and think best how to answer relevantly. If there are two parts to a task it can be harder for candidates to retain all the required information and may confuse them if the **PAUSE** is not left by the examiner.

In the **Topic conversations**, timings were not always correct. These were sometimes too short, especially on the first of the two topics and, occasionally, too long. In cases of short timings, examiners needed to make greater use of extension and further questions.

Questioning technique in the Topic conversations

The best examiners set candidates at ease from the start of the examination and maintained a calm but purposeful pace throughout. They adhered to the correct timings and used the alternative, extension and further questions effectively, supporting the less able candidates and challenging the more able candidates. Some examiners had very thoughtful further questions that enabled candidates to give some well-developed and justified answers. During the preparation prior to the speaking tests period, examiners should be encouraged to prepare a set of differentiated further questions to use with candidates of different abilities.

Some examiners needed to ask more **extension questions** such as *Tu peux me donner plus de détails ?* so that candidates were given the opportunity to develop their answers and go beyond brief or incomplete answers which did not communicate clearly. Candidates need to understand and be familiar with the wordings of these extension questions so that they know when they need to give more detail. **When asking extension questions, examiners should not rephrase the set questions themselves as this can change the nature and level of difficulty of the set task.** Examiners must also not provide vocabulary or ideas to the candidate. It is important to try to use the full 4 minutes available for each topic and to try to cover the 5 set questions within 4 minutes. In the conversations, *Décris* and *Parle-moi* are common cues that indicate open questions which require more than a minimal response, and this needs emphasising to candidates. When responding to such questions, candidates should try and put in as much relevant detail as possible as they are being invited to develop and go beyond straightforward short answers. Accurate but brief answers do not give candidates the chance to access the higher marking bands.

A few examiners seemed unsure about how to use **alternative questions** in the topic conversations. **Alternative questions** give candidates another opportunity to understand the task and use easier language to test the same points. In this way, candidates have another opportunity to work for the marks. If a candidate does not understand the first version of the question or gives an ambiguous response which does not communicate clearly on **Questions 3, 4 or 5**, the examiner should repeat this first version of the set question. Then, if the candidate still does not understand, the examiner must go on to ask the **alternative question**. In some cases, examiners asked the first question which was responded to quite well and then they also asked the alternative question on the same task. Some also used the alternative question as an extension question. This was very confusing for candidates as they thought they had already answered the task.

If a topic lasts 3½ minutes or less, examiners can ask up to 2 further questions of their choice on the same topic to take them to the limit of 4 minutes. **No more than 2 further questions should be asked.** These questions should be prepared before the test. Stronger candidates should be given further questions which are open in nature and which give them the opportunity to say more than a brief response. Sometimes quite able candidates were given closed questions which required little more than a *oui* or *non* response.

Nearly all examiners remembered to introduce the topic area in French at the start of each topic conversation and linked the different sections of the test in French. Examiners are also reminded **not** to read out the question numbers during the topics as this removes the spontaneity of the test.

Clerical checks and sample size

In most centres, the clerical work had been completed very efficiently. It is essential that all clerical work is checked carefully to ensure that candidates receive the correct mark. The mark recorded on the centre's Working Mark Sheet must match the mark uploaded to the Submit for Assessment portal. When marks have been internally moderated, it is the internally moderated mark that should be uploaded to the Submit for Assessment portal.

Centres are reminded to consult the Samples Database at www.cambridgeinternational.org/samples to check how to submit their sample and the correct format of files to be submitted.

The full name of the examiner must be printed clearly on the centre's Working Mark Sheet. If several examiners are used in a centre, please make sure that the names of the different examiners are printed clearly on the Working Mark Sheets.

Comments on specific questions

Role Plays

Examiners generally read the scenario as instructed. The nine role plays were accessible to candidates and set at an equal level of difficulty. They were all set in situations in which candidates could find themselves with a speaker of French and were transactional in nature. Contexts such as talking about a job, arranging leisure activities, shopping, discussing travel and transport and lost property featured across the cards. Candidates need to give relevant, concise answers to the tasks and do **not** need to develop role play answers at length. In cases where they developed answers beyond the requirements of the task, candidates sometimes ran the risk of introducing ambiguity into an otherwise creditable response. Most approached the role plays well and many went on to score good marks. The weakest candidates were also usually able to score a few marks for partial achievement on one or two tasks.

The first two tasks on each card were factual and gave candidates the opportunity to answer briefly. Candidates mostly answered these two opening questions quite well. It was essential for candidates to be familiar with questioning formulations such as *À quelle heure ? Combien ? Quand ? Où ? Quel ? Comment ?* Weaker candidates generally did not understand these well and consequently gave irrelevant information which did not answer the set task. The vocabulary used in the role play questions was straightforward and usually, notions of time and place were quite well understood.

On each card, the last three tasks were more challenging and gave candidates the opportunity to show that they could use past and future time frames correctly and give opinions and simple explanations. Examiners and candidates should remember that, on the role plays, brief answers can be awarded full marks provided they communicate the set task clearly. A useful technique for candidates to adopt in the 10-minute preparation time is to think very carefully about useful vocabulary and structures which could occur in their given role play scenario. Candidates should also think about the person with whom they are talking, the country they are supposed to be in and the role that they are playing.

Many candidates understood the key question *Pourquoi ?* and were usually able to give simple relevant reasons and opinions. In each role play, weaker candidates often experienced some difficulty in answering in the time frame of the question when a verb was required, and this made their responses ambiguous. If a candidate uses a verb, the time frame must be correct for a mark of 2 to be awarded. Likewise, pronunciation of key vocabulary should be clearly recognisable if the message is to be communicated fully and awarded 2 marks.

Card 1 was generally approached well by candidates. On **Task 1**, some just repeated *en ville* or gave the name of the town rather than say exactly where the tourist office was. Here a distance or a time such as *à 10 minutes* were appropriate responses. **Task 2** was generally well answered. **Task 3** was less well done although stronger candidates could say that they talked with customers, gave them information or answered the phone. Some spoke of places they had visited which did not fully address the task and led to some ambiguity. Weaker candidates were not always able to use verbs in a past time frame to answer this task. On **Task 4**, many were able to say how much money they earned, but some only gave a number and not a currency. Any currency was accepted. The second part of the task was usually well done. **Task 5** was also attempted well.

On **Card 2**, both **Task 1** and **Task 2** were answered well. On **Task 3**, candidates were less successful and could not always say what they were going to wear. Some candidates who responded using a verb seemed unfamiliar with the verb *mettre* and weaker candidates often needed the question to be repeated. The more successful candidates understood a verb was not needed and answered briefly and relevantly, just naming the items of clothing. On **Task 4**, weaker candidates found it difficult to give a reason why they liked the concert in a past time frame. **Task 5** required candidates to say what they would like to do after the concert. Most were able to respond well to this now familiar cue and said they would like to go to eat something, go to a café/cinema or go home. All were acceptable.

On **Card 3**, candidates heard a different register of language and *vous* was used in a more formal shopping situation. On **Task 1**, candidates needed to say what kind of fruit they wanted to buy. Some instead gave a vegetable and consequently gave a wrong message. **Task 2** required a quantity to be given. On **Task 3**, weaker candidates did not realise that they were required to say which country they were from. Those who chose to use a verb found it difficult to conjugate it, often saying *je venez/venais* which introduced some ambiguity of time frame. Some also gave a nationality rather than a country. Most were more successful in giving a method of transport but weaker candidates who attempted a verb often found it difficult to use a past time frame. Those who understood the question and answered briefly with *en avion* or *en voiture* fared

better. On **Task 4**, most understood they needed to say what they liked in France but sometimes used the form of the verb they heard in the question and responded *j'aimais/j'aimez* which again introduced some ambiguity of time frame. On **Task 5**, the question *Qu'est-ce que vous avez l'intention de faire ?* was not always understood and often needed repeating.

On **Card 4**, candidates again heard a more formal form of address as the setting required the use of *vous* in the cues. **Task 1** was not always well understood, and repetition was often required. **Task 2** was approached much more confidently by candidates with nearly all able to give a time. Most understood **Task 3**, but some tried to develop too much, which led to ambiguity of message. Brief answers could be effective on both parts of the task such as *samedi dernier / le 20 avril*. On the second part of the task, the *Comment ?* was not always understood and caused some confusion. **Task 4** was usually understood well. **Task 5** featured the structure *Qu'est-ce que vous avez l'intention de faire ?* and this was not always understood. Some did not realise that they were being asked about what they intended to do once they reached Paris. Most were however able to gain at least 1 mark for partial communication and list some things to do in Paris. In a few cases the clarity of message was lost due to poor pronunciation. Some examiners did not pronounce *arriverez* correctly in the cue and this sometimes led to some time frame errors from candidates if they began their responses with *j'arrivais/j'arriver*.

Card 5 was approached well with most candidates finding **Task 1** and **Task 2** straightforward and accessible. On **Task 3**, if candidates used a verb it was expected to be in a correct and appropriate future time frame to score 2 marks. Most candidates scored at least 1 mark for partial communication and were able to identify appropriate activities. Weaker candidates found it difficult to say what they intended to do and sometimes used an incorrect time frame. On **Task 4**, weaker candidates found it challenging to use a past time frame on the first part of the task. On the second part, candidates needed to give an opinion about how their journey had been, but many gave a form of transport rather than say what the journey was like, showing a clear need to listen very carefully to the question. The stronger candidates understood the question well and could say that it was good or bad and give a reason why. **Task 5** featured the key vocabulary *loger* in the first part. Many candidates needed this repeating and weaker candidates found this challenging as they misunderstood *Où ?* Candidates who had understood this question were usually able to understand the second part asking for an opinion about where they were staying.

Card 6 was generally accessible. **Task 1** and **Task 2** were well done. On the first part of **Task 3**, weaker candidates found it difficult to express an opinion in an appropriate past time frame and did not always understand the past participle of *voir*. Most, however, understood the key words *dernier match* and tried to offer some kind of opinion. The second part of the task was problematic for some who tried to say who they had gone with or where the match was, instead of when. Candidates approached **Task 4** more confidently and many could offer a reason for liking football. On **Task 5**, careful listening of the opening statement was required. Some did not understand the idea of what they would do to celebrate if their team won. To score 2 marks, candidates needed to indicate an action which would be seen as a positive thing to do after the match. The idea of winning did not need to be repeated. Straightforward statements such as *Je voudrais aller au restaurant* completed the task. Stronger candidates picked up the verb *fêter* from the question and offered some good responses such as the idea of celebrating with friends at a café or at the beach.

Card 7 was approached well by most candidates, but some tasks were a challenge for weaker candidates when using time frames. Most candidates understood **Task 1** and recognised that just a time was required. On **Task 2**, some did not understand the use of *comment* and did not realise that a method of transport was required for going to town. On **Task 3**, candidates needed to listen carefully and identify the future time frame used in the question. Weaker candidates sometimes thought they were being asked about what they had last bought instead of what they wanted to buy, which led to ambiguity. Those who adopted a briefer approach and just named an article avoided the problem of an incorrect time frame. On **Task 4**, the stronger candidates were able to say where they ate when last in town and in the second part of the task recognised the cue *C'était comment ?* It should be noted that many still mispronounce *délicieux*. The strongest candidates chose to add more unusual and equally appropriate adjectives such as *savoureux*. Equally acceptable were adjectives such as *super* or *fantastique*. **Task 5** was usually done well with many using either *je voudrais* or *j'aimerais* + an appropriate infinitive.

On **Card 8**, **Task 1**, several candidates did not understand the *vous* form of the verb *s'appeler* and frequently needed repetition. **Task 2** was very well done. Likewise, on **Task 3** those who had thought about the lost property scenario during their preparation time were usually able to say where and when they had lost their phone. Some, however, launched straight into giving a time for the first task and then became confused when the question had to be repeated. It indicated a clear need for careful listening and thinking about the interrogative adverb before answering. Weaker candidates also sometimes misunderstood *où* and thought they were being asked who was with them. On **Task 4**, some candidates did not realise that they were being

asked about what they intended to do later that day and gave an incorrect time frame in their response, creating some ambiguity of message. **Task 5** required an opinion about the campsite. This was usually attempted quite well but giving a reason for this opinion was more challenging. The best responses referred to the choice of leisure and sporting activities or facilities available.

Card 9 was a familiar context for candidates. On **Task 1**, nearly all could refer to a precise day. They could also say where the sports centre could be found on **Task 2**, although some could not pronounce *kilomètres* or *mètres* correctly. Answers such as *à 5 minutes de la maison*, *près de la maison* or *en ville* were all equally appropriate. On **Task 3**, most could identify the sport they had played but weaker candidates often could not use a correct past time frame. The first part of **Task 4** was usually done well, and even weaker candidates could identify the two options and give a preference, especially after a repetition. It was more challenging to give a reason for their preference. Sometimes, there was some confusion when trying to express the notion of playing sport, *faire du sport*, which some tended to render as *jouer du sport*. **Task 5** was done well with most able to say what they would like to do in the evening.

Topic conversations

Examiners are reminded to introduce the topic area in French just before the start of each conversation. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates and a full range of performance was heard across the different topics. The first two questions on each conversation were closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language, although stronger candidates took the opportunity to give more developed responses containing relevant details and this is something to encourage candidates to do. The time frame used in the first two questions was the present. The final three questions on each card were more open and required candidates to communicate relevantly in past and future time frames. Each topic conversation also gave candidates the opportunity to express opinions and give their reasons for their opinions. The topics were equally balanced in terms of demand.

Candidates need to listen carefully to the **whole** question and process it fully before answering so that their answers contain **relevant** information. Some candidates started to respond too quickly and sometimes did not hear the full question. Centres need to encourage candidates to try to develop their answers in a spontaneous way and to try to develop a wider **range** of interesting opinions by learning useful structures and phrases. Many candidates seem unaware that, when expressing a basic opinion in the past, *c'était* and not *c'est* should be used. Also, the acquisition of some set phrases for giving opinions would help weaker candidates to have a slightly wider range of opinions. It is also a good thing to encourage candidates to develop their use of subject pronouns other than *je* as many candidates limited their conversation to the first person. Centres also need to emphasise to candidates that it is important to listen for time frame markers and cues such as *récemment*, *la semaine dernière*, *normalement*, *d'habitude*, *à l'avenir*. One good revision technique could be to spot such markers and match them to the correct parts of verbs in matching time frames.

The stronger candidates were able to include in their work subordination and a good range of linking phrases, adverbs and conjunctions. They also had a good range of appropriate tenses in their answers and found it easy to switch between time frames as required. Such responses were spoken clearly and pronounced well.

In terms of assessment of the topics, there was a tendency for centres to assess these a little generously. To place work in the Very Good band for *Communication* the work should be **consistently** relevant across the two topics with **frequently** developed ideas and opinions. Such work also needs to show the ability to justify and explain some answers in a confident and spontaneous way and needs little repetition from the examiner. To place work in the Very Good band for *Quality of Language*, the work should show a **wide range** of structures and vocabulary, high levels of accuracy and be well pronounced.

Topic 1, la santé, was a familiar topic. **Question 1** was usually well understood. On **Question 2**, the pronunciation of *l'eau* caused problems for some candidates. **Question 3** started with *parle-moi de* and candidates need to understand that this kind of cue is an invitation to develop an answer. Some did not understand that they needed to use past time frames of verbs and instead talked about normal routines in the present tense which led to the task not being answered clearly. Some did not understand *éviter* and needed the alternative question, but the stronger candidates were able to talk about a variety of sporting and leisure activities. Weaker candidates were sometimes confused when asked where they did these activities and instead said who they did these activities with. On **Question 4**, only the more able candidates understood the verb *menacer*. Such candidates were able to talk about dangers such as smoking, poor diet

and fast food, lack of exercise, mobile phones and too much screen time. Weaker candidates often needed the alternative question which was better understood and enabled them to identify one area of concern even if they could not always say why it was bad for health. On **Question 5**, some good answers were heard using *je pourrais*. Most understood the concept of *garder la forme* but candidates needed to recognise that a future time frame was required to communicate effectively and weaker candidates often just identified an activity and talked about it in the present tense instead.

Topic 2, à la maison, was approached confidently by candidates. **Question 1** was answered well by most candidates. On **Question 2**, weaker candidates did not always hear the *où* in the question and talked about how much time they spent on homework. **Question 3** required very careful listening of the **whole** question before attempting an answer. Candidates needed to talk about a weekend spent with their family, but many did not hear *chez toi* at the end of the question and gave irrelevant material about outings to restaurants, shopping centres and cinemas. Some examiners guided them back to answering relevantly by repeating the whole question and emphasising the *chez toi*. Others let candidates talk irrelevantly at length and did not repeat the question which meant the candidate could not attempt the question again and work for the marks. Once the question was repeated, and in some cases after the alternative question was used, many could answer quite successfully. Weaker candidates either talked about irrelevant activities or could not use past time frames correctly. **Question 4** was approached better. Some candidates did not understand *tâches ménagères* in the first version of the question but understood the easier alternative question and were able to develop their answers. The stronger candidates were also able, in the second part of the task, to give an opinion about such tasks and communicate clearly that it was fair to share tasks and help their parents. Some weaker candidates struggled with the pronunciation of *ennuyeux*. **Question 5** was very accessible and almost all candidates were able to give a description of a house they would like to buy. Even the weakest candidates understood and could say whether it should be big or small and give a few simple details.

Topic 3, les loisirs, was an accessible topic for candidates. **Question 1** was well understood, and even weaker candidates were usually able to indicate a favourite activity but the *préféré* heard in the question often led to responses starting with *je préféré/préférais*. Most candidates were able to say in which room they watched TV on **Question 2**, but some said what they watched instead and gave irrelevant information. On **Question 3**, the strongest candidates were able to talk about a visit to a theme park and use some relevant vocabulary. Many did not have the specific vocabulary for rides but could say how long they spent there, where they had eaten and that they had enjoyed the day. A variety of theme parks were mentioned but some just outlined a trip to a local park and such responses often lacked focus. The second part of the task required candidates to say what they thought about the day out. Only the strongest candidates moved from a simple opinion such as *c'était super* and were able to say things such as *la visite était fantastique et j'y ai passé une excellente journée car les montagnes russes / les manèges étaient incroyables. Je me suis vraiment bien amusé(e) avec mes copains*. Candidates also need to learn a wider range of expressions and adjectives to express enjoyment and positive opinions and think of ways to link such concepts together as these expressions could be used in a variety of ways across the topics. **Question 4** was well done. Most are now very familiar with vocabulary for online activities and can say how they like to spend their time online usually playing games, shopping or chatting with friends. A few said they did not like being online and preferred being outside doing things with friends. On **Question 5**, it was not always clear if candidates were talking about a new activity or one which they already did. Some answered irrelevantly and gave a list of things they would do after exams. The strongest candidates were able to outline a **new** activity they wanted to try and were clearly familiar with the verb *essayer*. Weaker candidates often needed the alternative question but could usually identify a pastime and achieve some communication. Good answers automatically developed the activity to be tried and gave a reason for wanting to do it such as *j'ai toujours voulu essayer ce sport / je n'ai jamais essayé cette activité*.

Topic 4, le monde naturel et l'environnement, also had some easier and some more challenging tasks. **Question 1** was done with ease but on **Question 2** some were not familiar with *saison* and found it difficult to say clearly which season it was. Any season was acceptable given the huge variety of geographical locations of the candidature. Those attempting to pronounce *été* rarely pronounced it correctly and often did not pronounce the accents. Many also found it hard to pronounce *printemps* correctly. On **Question 3**, some did not realise they were being asked about the weather on the first part of the task, and many were insecure in their use of *il fait beau/chaud/froid*. Candidates need to revise such key basic weather expressions and make sure they can use them in past, present and future time frames. In the second part of the task, candidates were asked to say what they liked doing in July. This was well done by the stronger candidates with many saying they liked to go to the beach, stay at home or go out with friends. Weaker candidates had often mistakenly given this information in response to the first part of the question and this sometimes caused confusion. The choice of time frame was an issue on **Question 4**. The question was cued with *récemment* to signpost a past time frame but many answered in the present tense and started to give details of what they did regularly at home to protect the environment rather than what they had done recently. It was

also crucial to listen to the whole question and hear *région* to answer wholly relevantly. Some good answers were heard on the second part of the task with many able to refer to recycling and not wasting resources such as water, gas and electricity at home. Some also mentioned planting trees or starting a garden.

Question 5 was answered with more focus. Candidates easily identified a preference for living in town or countryside and were able to give good reasons for their choice ending the topic in a confident way.

Topic 5, les courses, was a familiar topic area for many. **Questions 1** and **2** were attempted well, but some candidates misunderstood *où* and *quand* in these first questions. On **Question 3**, some correctly chose a specific shop whereas others chose to talk about a type of shop. Many found it harder to give a justification for liking a certain shop. Many tried to use *variété* in their response but found it difficult to pronounce clearly. Some good responses were heard such as *j'adore les vêtements dans ce magasin, il y a toujours beaucoup de choix et ce n'est pas trop cher pour moi*. **Question 4** was generally understood well. The stronger candidates were able to narrate a sequence of actions in past time frames, describing where they went, who went with them, what they bought or tried on and add in details such as where they ate at lunchtime. On **Question 5**, candidates needed to say how in future they would shop, online or in shopping centres. Nearly all could state their preference. Those who chose to use a verb sometimes found it hard to use *je ferai*. For the second part of the task, reasons could be given appropriately in a present time frame and some cited ideas such as *parce qu'on peut voir et toucher les vêtements*.

Topic 6, l'éducation et le travail, had a good balance of tasks and required some careful listening to time frames in some questions to answer relevantly. **Questions 1** and **2** were usually done well. **Question 3** required careful listening to answer relevantly. The question asked which subject they preferred studying during the last school year. A few candidates immediately started to respond as soon as they heard *matières scolaires* and did not process that they would need to use past time frames. Stronger candidates started their answers with *j'ai préféré étudier* and gave a list of subjects. The second part of the task prompted reasons and opinions in past time frames where appropriate. The very best answers consistently gave relevant information e.g. *J'aimais cette matière car le prof expliquait bien en classe et il était très amusant. On pouvait aussi poser beaucoup de questions si on ne comprenait pas. Je crois que j'ai beaucoup appris pendant ses cours et j'ai fait beaucoup de progrès pendant l'année... j'ai eu de bonnes notes*. On **Question 4**, some candidates did not understand *un stage en entreprise*. Stronger candidates stated the clear advantages of getting experience and learning more about the world of work or getting ideas about their own future plans. **Question 5** was answered well but some did not recognise the form of the future tense which was used. The weakest candidates often thought they were being asked about what they normally did after school in the evening or about going on holiday after the exams. Most, however, could go into some detail about their plans and develop their answers saying they wanted to carry on studying at university or pursue a particular career plan and say why.

Topic 7, les vacances, was an accessible topic for candidates provided that the questions were listened to carefully. On **Question 1**, some immediately thought they were being asked about where they had been / were going on holiday and started trying to develop irrelevant answers. Those who listened carefully heard the *quand ?* and were able to give a date or point in time such as *dans trois semaines*. **Question 2** was answered well. **Question 3** required the ability to narrate a past holiday spent either at the seaside or in the countryside. Weaker candidates often answered in the incorrect time frame. Most were able however to give some relevant details and state where they went and give some simple details about activities. The best answers gave sound narrations which were consistently relevant in past time frames. Such responses gave detailed accounts of where candidates had gone, what they had done and how they felt about their stay. **Question 4** required a preference to be expressed and the majority were able to identify whether they wanted to go on holiday with friends or family. Some needed the alternative question but even the weaker candidates could identify a preference. The best answers featured an accurate and wide range of structures and vocabulary. **Question 5** asked about the advantages of spending a holiday in a *pays francophone*. A minority did not understand *pays francophone* but most could answer relevantly and talk about being able to speak and communicate more easily in the language. Stronger candidates were able to use the verb *améliorer* and say that they would be able to improve their French and understand the culture of a French speaking country.

FRENCH

Paper 7156/41

Writing

Key messages

Candidates are advised to:

- use single words and not to reuse examples when completing the form in **Question 1**
- respond to all parts of **Question 2** in the tense indicated
- use simple linking words in **Question 2**, for example when giving opinions/explanations
- choose the option in **Question 3** which allows them to show what they know
- give brief additional details in response to individual tasks in **Question 3**
- plan and organise answers into a coherent piece of writing, using extended sentences where possible.

General comments

Common errors resulted in some candidates not able to reach higher marks. In **Question 2**, some candidates did not read the rubric carefully enough and wrote about a friend instead of a family member. In **Question 3(a)**, candidates occasionally described the region where they now live instead of where they lived prior to moving and, in **Question 3(b)**, many candidates missed the fact that the help given was over a school related problem.

It is important to copy correctly vocabulary given in the rubrics. The misspelling or incorrect gender of *les avantages*, *la maison*, *la personne*, *la région* sometimes compromised communication. There was also some confusion over the use of *il a* and *il y a* (e.g. *il y a les yeux bleus*) and between *c'est* and *il y a* (e.g. *il y a très joli*).

Candidates should be familiar with reflexive verbs. In **Question 2**, candidates were not always sure about adapting the verb *s'entendre*. In **Question 3(a)**, some made *déménager* reflexive and wrote *nous nous sommes déménagés*.

Candidates should be advised that *d'accord* cannot be used as an adjective and statements such as *ma maison est d'accord* cannot be rewarded. The adjective *joli* was also often used instead of *content* or *heureux* and there were numerous examples of candidates confusing *près* and *prêt*.

A few candidates used *trop* or *plus* instead of *très*. These are not synonyms and can convey a different and sometimes ambiguous meaning.

Sometimes, candidates tried to write sentences that were too complex and introduced errors which compromised communication. Candidates should be able to write correct sentences, and then link these where possible using structures listed in the syllabus, e.g. conjunctions (*où*, *qui*, *que*, *quand*, *lorsque*, *si*), verbal phrases (*après avoir/être*, *avant de*, *depuis*, *pour*, *afin de*), correct prepositional linkage of verbs. Object pronouns, strong negatives and uses of the comparative would also enhance the narrative.

Candidates should aim to respond within the word count. Short pieces will not display the expected range of detail and linguistic variety. Overlong answers are at risk of being less accurate.

Comments on specific questions

Question 1: Vous organisez une fête dans votre quartier.

Overall, candidates answered this question well, but for **Gap 3** a few candidates were not familiar with *lieux*.

Question 2: Un membre de ma famille que j'aime

For a task to be fully completed, it must be in the correct tense and the verb ending must be correctly spelt.

For **Task 1**, candidates were overall successful in identifying a family member. A simple adaptation of the rubric was sufficient, e.g. *la personne que j'aime est mon père*.

Candidates offered various details in **Task 2**, often writing quite extensively about the age, size, characters and features of the person. Candidates did not always know the correct spelling of *œil*, *yeux*, *cheveux*.

For **Task 3**, candidates were expected to use an active verb, e.g. *elle aime faire du sport / il regarde la télévision*. Candidates expanded on this point sometimes explaining the choice of activity.

For **Task 4**, a simple adaptation of the rubric was sufficient to introduce the explanation of their relationship, e.g. *je m'entends bien avec / nous nous entendons bien*. Candidates not successful here could still gain reward if the reason given was clearly expressed e.g. *nous aimons les mêmes choses / elle me comprend / il me donne des conseils*.

Task 5 required the conditional tense, e.g. *je voudrais faire un gâteau au chocolat / nous voudrions aller au cinéma / je voudrais lui acheter un livre*. Candidates were expected to provide some context for their answer, e.g. *pour le prochain anniversaire de / pour son prochain anniversaire*.

Overall, candidates showed that they could link ideas using some simple connectors, e.g. *et*, *mais*, *qui*, *parce que*, *car*. Some candidates used language that was too complex and compromised the clarity of their answer.

Question 3*Task completion*

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

Range

Overall, candidates organised their work well, beginning each paragraph or new idea with an appropriate adverbial or prepositional phrase. Candidates who limit themselves to clauses introduced by *parce que*, *car*, *qui*, *que* are unlikely to progress beyond the 5–6 band.

Some candidates were able to use more complex sentence patterns which gave them access to marks in the higher bands, e.g. *mes parents voulaient déménager car notre ancienne maison se trouvait à 25 kilomètres de Londres où ils travaillent / après avoir déménagé au bord de la mer, je me suis rendu compte qu'il y avait beaucoup d'avantages, c'est plus relaxant / mes copains me manquent et en plus j'ai du mal à me faire de nouveaux amis*.

To access high marks for *Range*, candidates need to include a greater variety of linking words, e.g. relative pronouns and conjunctions, and use more complex structures. The use of object pronouns, infinitives after prepositions or modal verbs, comparisons and adverbs would enhance the complexity of their writing.

Accuracy

Control of basic grammar is essential for candidates to progress beyond the 3–4 band. The choice of the correct definite article, indefinite article or the appropriate partitive article was a problem for some candidates. In **Question 3(b)**, *amie* was often written as *aime*.

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives and elision are all critical, as is the correct choice of verb tense and form. Candidates need to spend time checking the accuracy of their essay. Verbs are critical to the effective passing of information. It is vital that candidates show their ability to manipulate verbs consistently in a variety of tenses and persons.

(a) Une nouvelle maison

Task 1 required a straightforward past tense description of where they lived prior to the house move. This task was occasionally wrongly interpreted as requiring a present tense description of their new home area.

Most candidates were able to convey the reason for their parents wanting to move in **Task 2**. Some candidates did not copy the rubric correctly and wrote *mes parents voulait*.

Overall, **Tasks 3** and **4** were answered well and candidates offered a range of simple and complex ideas.

For **Task 5**, candidates were rewarded for the type of accommodation or the location, e.g. *j'aimerais vivre dans une grande maison / j'aimerais m'installer en Belgique / je voudrais vivre près de ma famille*. Some candidates gave explanations which, though not required, added interest to their accounts.

(b) Aider un(e) ami(e)

Successful candidates made a clear link between **Task 1** and **Task 2**, explaining why they helped their friend and how, e.g. *j'ai aidé mon ami avec ses devoirs de maths car il m'a demandé d'expliquer comment utiliser les formules. D'abord, j'ai utilisé un site sur Internet pour lui donner des exemples*.

Candidates mentioned a variety of reactions from their friend in **Task 3**, but some wrote *il était amusant* which was not appropriate in this context.

Overall, **Task 4** was answered well, and some candidates offered complex explanations regarding the advantage of helping others.

Task 5 was not always understood. Candidates needed to say how their friend was going to continue their improvement, e.g. *elle va écouter en classe / il va faire ses devoirs tous les jours / elle va demander de l'aide si elle a un problème*.



FRENCH

Paper 7156/42

Writing

Key messages

Candidates are advised to:

- use single words and not to reuse examples when completing the form in **Question 1**
- respond to all parts of **Question 2** in the tense indicated
- use simple linking words in **Question 2**, for example when giving opinions/explanations
- choose the option in **Question 3** which allows them to show what they know
- give brief additional details in response to individual tasks in **Question 3**
- plan and organise answers into a coherent piece of writing, using extended sentences where possible
- edit and review work carefully to avoid removing important information.

General comments

Candidates must remember to frame their answers in the tense used in each individual task. In both **Question 2** and **Question 3**, some candidates responded in a different tense from the one indicated and did not fulfil the requirements for *Task completion*.

Candidates must refrain from writing extremely long essays for both **Question 2** and **Question 3**. Writing pieces in excess of 200 words is counter productive as they tend to lack focus and often show an increase in inaccuracies.

Candidates must also ensure that their writing is legible. Several answers were very difficult to read as candidates had written over their first draft.

Comments on specific questions

Question 1: Vous êtes moniteur d'un club de jeunes

Overall, candidates answered this question well. For **gap 1**, the name of a town/city could not be rewarded as it was too vague. **Gaps 3** and **4** were very successful as candidates felt very secure in their choices of activities.

Question 2: Mon temps libre

For a task to be fully completed, it must be in the correct tense and the verb ending must be correctly spelt.

For **Task 1**, candidates were asked to describe how they spend their evening after school. Most stated *je fais/finis mes devoirs*. The use of *mon devoir* was only partially successful.

Task 2 was usually well done as many were able to accurately write *je joue au football avec mes amis / je vais au restaurant avec mes parents / je regarde la télévision*.

For **Task 3**, candidates had to explain the importance of sport to them. Most candidates successfully completed the task by stating *le sport est important pour moi*. Many confidently added *car c'est bon pour la santé*. Some candidates omitted the article *le* before *sport* and therefore only partially completed the task.

For **Task 4**, candidates had to say whether they preferred being indoors or outdoors. Many candidates used the verb *préférer*, but they were not always secure in their spelling, sometimes rendering it as *je prefer*.

Candidates should be able to distinguish between the verb *préférer* and the adjective *préféré*, both of which feature frequently in questions and answers. For the task to be fully completed a preference had to be indicated, so candidates who used *j'aime* had to use a comparative to convey the message successfully. They could either say *j'aime **plus** être en plein air car j'aime la nature* or *j'aime être en plein air car c'est **plus** calme*.

To fulfil **Task 5**, a verb in the future tense as well as a context (*les prochaines vacances*) were required. Many candidates could use a verb in the immediate future quite accurately e.g. *les prochaines vacances, je vais faire du camping* or *je vais aller à Paris*. Candidates who used a verb in the present tense only partially completed the task.

Question 3

Task completion

All bullet points must be answered in the correct tense/time frame and in the correct person, and appropriate opinions/reactions/explanations must be communicated where required by the task in order to gain full marks for *Task completion*. A mismatch between the subject and the verb will result in ambiguity and the message not being communicated clearly.

Range

Many candidates demonstrated that they could organise their answers using simple conjunctions e.g. *alors, donc, enfin, en plus, pourtant* and gave explanations using *parce que* and *car*. Such candidates reached the standard broadly outlined by the descriptors in the 5–6 band. There were few candidates who gained marks above that level and their work was characterised by frequent examples of complex structures often combined into longer sequences of language, e.g. *j'aimerais vivre dans une maison bien plus grande que la mienne / je l'ai aidé à retrouver les clés qu'il avait perdues*.

To access high marks for Range, candidates need to include a greater variety of linking words, e.g. relative pronouns and conjunctions, and use more complex structures. The use of object pronouns, infinitives after prepositions or modal verbs, comparisons and adverbs would enhance the complexity of their writing.

Accuracy

There were numerous incorrect spellings of *parce que* which compromised the intended meaning e.g. *pas que, parc que, parse que*. Candidates should also remember that elision is sometimes required e.g. *parce qu'il était triste*.

Candidates should copy carefully from the question paper (e.g. *professeur, travailler, ma maison*) and they should be able to make simple adaptations of structures in the rubric. Other commonly misspelt words included *beaucoup, heureux, piscine*.

Candidates should be reminded about where to place adverbs as these were often wrongly put before the verb e.g. *je aussi aime la campagne, je beaucoup aime ma maison*.

Candidates who used negative expressions did not seem aware that *de/d'* had to be used before the noun e.g. *il n'y a pas **de** fleurs dans le jardin* or *je n'ai pas **de** balcon*.

The accuracy of spelling, gender, use of the appropriate article, placing and agreement of adjectives and elision are all critical, as is the correct choice of verb tense and form. Candidates need to spend time checking the accuracy of their essay. Verbs are critical to the effective passing of information. It is vital that candidates show their ability to manipulate verbs consistently in a variety of tenses and persons.

(a) Aider mon professeur

For **Task 1**, candidates were asked to say why they helped their teacher. The reasons given were varied. Either they could see that their teacher had a problem e.g. *j'ai aidé mon professeur car il était triste/fatigué* or *il avait perdu ses clés*. Other decided to help because of the teacher's personality. Some candidates used *fatigue* or *fatigant* instead of *fatigue*, which compromised the message.

For **Task 2**, candidates had to explain what they did to help. Many candidates found it difficult to use *aider à* successfully as often the preposition was missed out or they did not use an infinitive after *à*. Some

candidates were too ambitious when describing what they did as they did not have the required language to deliver a clear message. Errors such as *apporter* instead of *porter*, *papiers* for *examens* and *points* for *notes* distorted the messages the candidates were trying to convey. Candidates who kept their language simple easily completed the task.

For **Task 3**, candidates had to describe their teacher's reaction. This was usually done well. The most common approach was the use of *être* with an adjective. Both the perfect and imperfect tenses were rewarded e.g. *mon professeur était très content*. Candidates need to be made aware that the use of *trop* instead of *très* should be avoided in written French. Other candidates gave a more practical reaction such as *il m'a remercié/donné des bonbons*.

For **Task 4**, many candidates could accurately state *je pense qu'être professeur est facile/difficile* but could not give a meaningful reason. The most successful answers stated *les étudiants n'écoutent pas / ne sont pas polis* or *les professeurs doivent faire beaucoup de travail*. Some candidates misunderstood the task and explained why their teacher was difficult.

For **Task 5**, candidates had to manipulate *Si vous étiez professeur* and *dans quelle sorte d'école aimeriez-vous travailler ?* Having to use two different tenses in their response confused some candidates. However, many candidates with a good grasp of tenses confidently wrote *si j'étais professeur, je voudrais / j'aimerais travailler dans une école primaire*. Many candidates gave justifications for their choice of school which, though not required, added interest to their accounts

(b) Ma maison

Task 1 was well understood but many candidates had not read the question carefully enough to see that the present tense was used and that *depuis* was required before the length of time. Some candidates avoided this and successfully used the structure *ça fait 5 ans que j'habite dans ma maison*. Whilst candidates are encouraged to provide extra details, they must be selective as to how much to include. There were many very lengthy responses as candidates wrote about their family and all the rooms in the house.

For **Task 2**, candidates were asked to describe a happy occasion they had enjoyed at home. A past tense was required to fulfil the task. Many described what had made their last birthday such a happy event. A few candidates used *mémoires* instead of *souvenirs* and some misunderstood the question and wrote about a sad event which had taken place.

For **Task 3**, candidates had to state the disadvantages of their home. They could either mention a problem within their home e.g. *ma maison est trop petite* or in the surrounding area e.g. *ma maison est loin de mon école*. Candidates are advised to avoid the use of a double subject. There were many instances of *ma chambre c'est trop petite*. Some candidates chose to copy what was in the rubric *les inconvénients de cette maison* but did not make the verb agree with its subject. *Inconvénient* was often incorrectly used as an adjective.

For **Task 4**, candidates had to express a preference between life in the countryside or in town. This task, phrased in the present tense, gave candidates the chance to use comparatives such as *plus* or *moins*. Many accurately wrote *je préfère la vie à la campagne car c'est plus calme* or *il y a moins de pollution*. However, many favoured city life as *c'est plus animé* or *il y a plus de choses à faire*.

Task 5 was often partially completed as candidates often used the present or the future when the conditional was required. Some candidates started their response very well, stating *ma maison idéale serait grande / au bord de la mer* but went on to describe the essentials they required such as *il y a une grande piscine* or *ma chambre sera grande*. Using the incorrect tense did not convey a clear message.

